

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Matthew Schoen

Official School Name: Delano Senior High

School Mailing Address:
700 Elm Avenue East
Delano, MN 55328-9183

County: Wright State School Code Number*: 240-615

Telephone: (763) 972-3365 Fax: (763) 972-6706

Web site/URL: www.delano.k12.mn.us E-mail: mschoen@delano.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. John Sweet

District Name: Delano School District # 879 Tel: (763) 972-3365

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Peter Brasket

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 7781

Average State Per Pupil Expenditure: 9364

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	98	70	168
2			0	10	116	96	212
3			0	11	119	86	205
4			0	12	99	81	180
5			0	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				765

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1.	770
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.688

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Chinese

Polish

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 101

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>2</u>
Classroom teachers	<u>36</u>	<u>4</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>51</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	94%	97%	95%	96%	96%
Teacher turnover rate	11%	0%	0%	0%	0%
Student dropout rate	1%	2%	1%	1%	1%

Please provide all explanations below.

Teacher turnover rate is unavailable for years prior to the 2007-2008 school year due to turnover in the district human resources department.

In the 2003-04 school year the school administration changed the policy regarding attendance thus creating a slight decrease in the attendance rate.

In the 2007-08 school year, we had larger than normal long term medical absences that created a slight decrease with our teacher attendance rate. This past year we facilitated three maternity leaves and two other medical leaves that significantly effected our average attendance rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	173	
Enrolled in a 4-year college or university	68	%
Enrolled in a community college	12	%
Enrolled in vocational training	9	%
Found employment	6	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	3	%
Total	100	%

PART III - SUMMARY

Delano High School is located in the community of Delano, Minnesota on the extreme western growth ring of Minneapolis. The school district community is comprised of a unique combination of suburban type neighborhoods, small town communities and rural farms. Diversity stems from students of an agricultural background and small town connection, and those who have a more pronounced metropolitan affiliation. Delano High School is a comprehensive 9-12 school with a student enrollment of 765 students. The communities which District 879 serves are primarily comprised of commuter populations.

Delano High School serves a community that has extremely high expectations of the public school system. It is a common belief that our students not only meet, but exceed standards on a consistent basis and at every level. In 2007 Delano High School was chosen by the International Center for Leadership in Education as a National Model School. The previous year our school was the recipient of the Spotlight Award from the Minnesota Academic Excellence Foundation in recognition of academic excellence demonstrated through significant gains in student achievement. All of our endeavors are aligned and driven through the vision of our school district; Educational Excellence is our Foremost Goal.

We at Delano High School have subscribed to four belief statements that we call the Delano Way, which are;

- Show up
- Show up on time
- Work hard
- Failure is not an option

The Delano Way is a culture that every adult promulgates with all students no matter the level of their academic ability. We strongly believe that the Delano Way sets the tone for ultimate success for all students.

Currently Delano High School offers over 140 academic courses that place emphasis on preparation for post secondary opportunities. To challenge our students academically in a high rigor, college bound pathway, we start in the ninth grade with advanced courses available in English, mathematics and science. In the tenth grade our students have the opportunity to take two Advanced Placement courses in Biology and U.S. History as well as continuation of the advanced tracks. In the junior and senior years, Delano High School partners with three universities including the University of Minnesota, St. Cloud State University, and Southwest State University to give the opportunity for students to challenge themselves academically and earn over 40 college credits. Over the most recent years of this program we have increased the number of students taking these classes by over 20 percent. We make all attempts to match student's aspirations to the reality of high rigor before they graduate from high school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Upon analysis of the data and tables, please note in the data that between the years of 2004-05 and 2005-06 the state assessment and standards changed to the current Minnesota Comprehensive Assessment Series II (MCA II). With regards to statewide testing, the rigor of the standards had been increased, therefore yielding a statewide decrease in the percentage of students at or above proficiency. For your reference, you will notice in the following narrative that at or above proficiency is the same terminology as meeting or exceeding standards. Also for your reference, under the MCA II, all students in the 10th grade were tested in reading and all students in the 11th grade were tested in mathematics.

Delano High School has consistently achieved exceptional success based on state test results. Over the past several years we have made a concentrated effort to increase the number of students that not only meet standards, but exceed standards. Specifically, the past three years we have had continued growth in our mathematics program. We have increased the percentage of students at or exceeding proficiency 14% during that time. As you can see from the assessment data, on average, Delano High School has consistently scored 20% higher than the state average over the past several years. This explains the dramatic drop in proficiency between these two years. Additionally, during the past three years of proficiency growth, the student population tested increased 16%.

In reading Delano High School also experienced a 16% increase in the number of students that have been assessed during the past three years with the same state test. During that time period we have seen a 3% increase of students that have exceeded proficiency status. It is worthy to note that over 10% of students tested have moved from the “meets standards category” to the “exceeds standards category”. Our concern is the small percentage of improvement of students moving from partially meeting standards to meeting standards. It is also noteworthy to mention that usually with the increase in the number of students assessed, the percentage of students meeting or exceeding standards can be stagnant or decline. That has not been the case at Delano High School.

Delano High School has one subgroup that requires disaggregated results. This subgroup is made up of students that are socio-economically disadvantaged students. Students that have been placed in this subgroup qualify for free or reduced lunches per federal guidelines. During the past three years of statewide testing, this subgroup has improved by 29% in the “meets” or “exceeds” category in the mathematics test. Additionally, the percentage of students in the “exceeds” category has increased 24% during that same time period. Likewise, this subgroup proficiency level in reading has increased by 20%. Of particular note is that over the past three years the number of students tested in this subgroup has tripled from nine students to 28. We believe that this is an incredible demonstration of measured improvement, based on the total number of students tested and the percentage of students that have met or exceeded standards on these assessments. This is where we believe Delano High School has demonstrated that all students can meet or exceed standards, regardless of their background.

Complete information can be attained at the Minnesota Department of Education website at:

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=020&DISTRICT_NUM=0879&DISTRICT_TYPE=01

2. Using Assessment Results:

Delano High School is involved in a statewide program entitled Quality Compensation (Q Comp). This program requires our teaching staff to systemically review and adapt best practices with regards to teaching and learning in order to improve student performance. Staff members are required to meet in professional learning communities to network and review best practices based on assessment data. Each staff member is compensated in part based on meeting “SMART” goals. There is a district goal as well as a site goal that each teacher is to play a part in attaining. These goals have been generated based on our state assessment results in reading, mathematics, or writing. This year our site goal specifically speaks to the improvement of reading with a specific group of students. We will be comparing the test results of our current 10th grade students to how they performed in 8th grade (the last time the students took the state wide assessment). This particular goal is tied specifically to our Q Comp program. We have four other measurable goals that are articulated in our School Improvement Plan. Several times throughout the school year our Site Based Leadership Team (SBLT), which is comprised of staff, students and parents and a school board member, review our School Improvement Plan and update the progress on achieving our goals for the year.

Our professional learning communities are required to meet four times each month. The purpose of each meeting is to review data, best practices and instructional strategies in order to demonstrate achievement of measured goals. Our goal is to constantly align our professional staff development, Q Comp and the school improvement process to our test data and student academic achievement.

3. Communicating Assessment Results:

Delano High School communicates to parents, students and its communities in a variety of ways such as local newspapers, school publications, multiple parent meetings throughout the school year, and our state required annual report. The annual report is a district publication highlighting student assessment data in all grades. Data in the high school report includes MCA II, ACT and other nationally normed assessments, as well as graduation rate and demographic information.

This past school year we implemented parent informational sessions to actively share and receive feedback involving the school in general. These sessions are held during our quarterly parent-student-teacher conferences and have produced two invaluable pieces of information. The first feature has been an excellent opportunity to inform our parents of how we are facilitating an improvement process based on our educational data. The second aspect that has been important in this process is that school personnel have been able to receive invaluable feedback from our parent community. Delano High School has taken the opportunity to actively seek feedback from our parent community, not only during these informational meetings, but also through a plethora of short, online surveys. Delano High School takes pride in sharing our successes and challenges with the community at large.

Delano has established an excellent relationship with our local print and electronic media. Our public relations committee has been extremely effective in highlighting not only individual student success, but student achievement by sub-group and as a school.

4. Sharing Success:

For the past three years Delano has been an active partner in a statewide program called High School Redesign. This program requires participating high schools to culturally change how high schools function. Delano High School has been actively creating a systemic approach that focuses our endeavors on five major

characteristics of a successful high school. These five characteristics are as follows; academic rigor, high quality leadership, multiple pathways, personalization, and relevant and meaningful learning. Delano High School was one the first of four pilot schools that created this partnership with the Minnesota Department of Education and McREL educational research group.

In 2007, Delano High School applied for and was chosen as a “Model School” by the International Center for Leadership in Education. As part of that program, we were invited to present at a conference of more than 7,000 educators from across the country. Over the past three years Delano High School has hosted over a dozen visiting groups from high schools, both in state and around the country, regarding the success of our programs in our school and the culture of change that exists within our organization. With that said, we have established an irreplaceable networking relationship with our state department of education and a core group of educational researchers such as Willard Daggett and McREL educational research group. These relationships provide sound educational feedback to help Delano High School stay current with best practices at the high school level.

We believe strongly that creating these types of working relationships with a multitude of organizations keeps our school at the forefront of 21st Century learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Delano Public Schools is on a six-year curriculum review cycle. The six curriculum areas include; math, social studies, communications, science/health, arts/world language, and PE/FACS/business education/tech education. The writing process includes one year each of research, writing, and purchasing during the curriculum cycle followed by three years of monitoring. Each department has a facilitator to lead their group during the curricular cycle.

Delano has an extensive visual arts curriculum. In grades 9-12 students at Delano High School may take visual arts courses in Two and Three Dimensional Design, Digital Photography, Video Production and Computer Artistry. Our performing arts department includes choir and instrumental band and a music theory course. These two programs have ballooned during the past five years. Each of the programs have expanded and added a performance group in their respective area.

Likewise, our world language program has been expanded. We have traditionally offered Spanish and German for decades, doubling the number of students in each of these programs in the past ten years. Three years ago the world language department expanded to include Mandarin Chinese, currently offering four years of Chinese as an elective option. Not only do we have a full time Chinese teacher on staff, but additionally we partner with the College Board and host a Chinese guest teacher every year to facilitate Chinese culture and language in both the elementary school and middle school.

The Delano High School social studies department offers a variety of courses including Civics, American and World Histories, Geography, Senior Economics and Psychology. Instruction is delivered in a traditional fashion with the caveat of infused 21st Century technologies also coupled with relevant and meaningful learning activities that are easily facilitated in a block schedule.

The High School language arts department leads the charge in mandating excellence in writing and reading that are measured by our state assessments. Although these two skills are embraced by the entire faculty, the English department has taken the initiative to facilitate processes of delivering curriculum that requires ALL students to achieve proficiency based on state standards. Over the past three years all but three ninth grade students have met or exceeded proficiency on the statewide writing exam on the first attempt. This is due in large part to the efforts of our English department to provide leadership to our staff in implementing six plus one traits of writing.

Our science department facilitates meaningful learning in a multitude of course offerings that are steeped in state standards and are driven by inquiry based learning. All students are required to demonstrate academic competence in the areas of Physics, Chemistry, Biology, Earth Science and Physical Science.

The math department facilitates learning through three separate pathways, determined by student achievement. A minimum of three years of math is required at the high school level, but course offerings for the mainstream and advanced math students go beyond Calculus II to include Advanced Math Topics. Next year we will offer high school Algebra I in the seventh grade and Geometry I in the eighth grade to a group of students who have demonstrated readiness for high rigor math at an earlier age. Additionally there is a statewide mandate for all eighth grade students graduating in the year 2014 and beyond to have Algebra I included in their eighth grade year as well as Algebra II in high school, along with Chemistry or Physics.

Delano High School has established a long tradition of infusing higher rigor in its curriculum in order to challenge students to meet their highest expectations. We have established college level curriculum in a

multitude of classes that could potentially allow students to earn up to 45 college credits. We are proud to report that not only a high percentage of students have earned college credit, but we have increased the number of students who have taken these classes by 20% over the past three years. It is also important to mention that Delano High School has taken the initiative to facilitate the curriculum where all students achieve at the highest level possible. This has been facilitated by establishing multiple pathways for students to choose from.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

As mentioned above, the English language curriculum is aligned with the articulated state standards. What sets our curriculum apart is that we have facilitated the attitude that failure is not an option; therefore, every student in the high school will meet or exceed standards with the appropriate level of support. Our ninth grade English course focuses mainly on the basic essential skills of writing academically. Every student will achieve mastery in facilitating writing based on the six plus one traits of writing. Evidence of our success has been the tremendously high percentage of students that have achieved mastery on the statewide writing assessments in the ninth grade. In fact, over the past three years we have had over 20 students out of approximately 550 that have achieved a perfect score on the state writing test. Currently, out of all 765 students in our building today, only one student has not met standards on the state writing assessment. Although reading is a core literacy skill it is infused in every level of our curriculum; our tenth grade English courses are aligned with state standards and areas that will be assessed in the tenth grade year. Over 95% of our tenth grade students have achieved a passing score based on our state reading assessments. With the small percentage of students who have not been proficient in reading, we have developed individual learning plans in order for students to have the appropriate level of support to meet state standards.

3. Additional Curriculum Area:

The science department has taken the initiative to match their curriculum to the state standards established approximately three years ago. A large step that has been taken within this department on a curriculum basis is that multiple teachers are discussing essential skills that need to be mastered for each course offering. The biggest professional step taken by the department is creating common summative assessments by class, thus creating data sets by which to examine standards and objectives for further academic growth. In other words, our teachers are making data driven decisions regarding curriculum adjustments and the discussion of best practices regarding instructional strategies. Again, as stated in previous narratives, the science department is continuing to seek out inquiry-based strategies that are matched with 21st Century essential skills. For example, the science department has made great strides in infusing 21st Century online interactive technologies in order to meet the needs of our 21st Century learners. It is early to ascertain the success of these types of curricular decisions due to the fact that we have just established the state assessment baseline data for the 2007-2008 school year.

4. Instructional Methods:

Differentiation at Delano High School has been an integral part of meeting our students' needs in the math department. As mentioned earlier, students have a choice of three pathways. These pathways are advanced, mainstream, and basic titles. Both the mainstream and advanced pathways allow students to earn credit in both Calculus I and II as well as Advanced Math Topics. The basic pathway is differentiated for students struggling with essential math skills. It is worthy to note that these students are not identified as being in a remedial course. The essential learning skills remain the same. What changes is the method of instruction and

the amount of time required for students to master at a proficient level. In mathematical terms, learning is the constant, time is the variable. These students have been identified via statewide testing scores and previous performance in math courses. Additionally, in preparation for statewide testing we have identified students in need of further instruction and placed them into appropriate classes as part of a broad intervention. Since this test is a high stakes, must pass test, both staff and students work to meet the essential skills required for success. After identification, students are placed in small group settings for more direct and personal contact by staff members. With small group instruction, staff is able to more easily identify deficit areas of each individual student and therefore be more prescriptive in their delivery. We also differentiate instruction through the use of online learning. Delano High School has an online learning coordinator who utilizes a prescriptive testing scenario to meet the students at their academic level and then begin the process of improvement. Our ultimate goal in math is twofold. One is to make sure that all students meet the high academic standards at both the local and state level. The second is to provide the maximum opportunity for students to meet those standards at the highest level possible.

5. Professional Development:

There are three major aspects to our professional development program at Delano High School. The first aspect is our professional academy program. These are academy classes that are offered to our teaching staff to improve instructional strategies based on empirical research and best practices. A specific example of this is our current academy class that teaches literacy skills utilizing the visual format of PowerPoint. This class was taught by a licensed staff member that has received the appropriate training to teach the class. After the first year of implementing this class into our professional development program, approximately 25% of the teaching staff has taken the class. Those teachers are currently developing a portfolio of artifacts to be used within the classroom. The second portion of our professional development program is our participation in the Quality Compensation (Q Comp) program that allows teachers to meet during the school day to discuss and share best practices regarding essential skills that are universal in any classroom. We have made efforts in the past year to align the professional needs of our staff to our professional development program as a whole. The third and final aspect of our professional development program are district staff in-service days built into the school year. This time allows for specific professional growth activities that are focused on K-12. It is extremely important that all district staff have a universal understanding of the multiple pathways of each student in our schools. Specifically, elementary school teachers need to know what the assumed background and essential skills are for middle school teachers. Furthermore, middle school teachers need to have a complete understanding of the assumed background and essential skills for high school. Therefore, high school staff not only needs to know the curricular pathways of the elementary and middle school student, but need to be able to prepare all high school students for their post secondary endeavors.

6. School Leadership:

Delano High School's administrative leadership team is comprised of the principal, assistant principal and activities director. The administrative team works collectively with a site based model that is facilitated at the high school. Our site based team is comprised of staff members, parents, students and a school board member. From the site based leadership group there are four major committees that facilitate leadership opportunities for our staff. These committees are as follows; operations, research and development, finance and public relations. The site base model allows for shared decision making with the common understanding of the overall mission of the school district, which is educational excellence is our foremost goal. It is the responsibility of the principal as the instructional leader to facilitate the site based model while continuing to align all decisions with our mission and vision which is supported by appropriate educational data. A few examples to illustrate this process are outlined.

- The site based team requested the research and development committee to investigate best practices regarding the use of an advisory system at the secondary level. The overall goal was to increase the opportunities for students to receive personalized learning in accordance with 21st Century skills. From this process we have developed an advisory system in the high school that is predominately focused on academic

excellence, yet also grants the opportunity for students and staff to establish positive and effective working relationships that go beyond the normal student-teacher relationship. Each staff member has been assigned a small group of systems that they will advise throughout their high school career.

- The second example worth mentioning refers to the use of MAP testing data in the English department.

Through the collective decision making process we have pre and post tested all ninth and tenth grade students in order to show appropriate academic growth and to identify strengths and weaknesses in both curriculum and in instructional strategies facilitated in the classroom. All in all, the leadership structure is organized in a fashion that cultivates teacher leaders that work collectively to make sure all students follow the Delano Way; Show up, Show up on time, Work hard and FAILURE IS NOT AN OPTION.

In conclusion, the data clearly illustrates that Delano High School is a high performing school with the culturally ingrained understanding that continuous improvement is expected.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: MN Comprehensive Assessment Series II

Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	88	87	85	91	84
% Advanced	57	46	46	59	54
Number of students tested	202	172	171	150	130
Percent of total students tested	100	97	99	99	99
Number of students alternatively assessed	0	5	0	1	0
Percent of students alternatively assessed	0	3	0	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	82	55	80	73
% Advanced	32	30	22	60	36
Number of students tested	28	23	9	10	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 11 Test: MN Comprehensive Assessments Series II
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	59	55	45	85	83
% Advanced	40	27	20	42	46
Number of students tested	173	175	149	125	138
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50	18	21	22	34
% Advanced	31	9	7	11	17
Number of students tested	16	11	14	9	6
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

----- **END OF DOCUMENT** -----